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Programs and materials will be developed, for junior high school students chosen as potential dropouts, to focus attention on specific needs. The classes will be taught in a non-school setting by a team of teachers in industrial arts, home economics, science, math, communications, reading, and fine arts. The teachers will combine these areas into programs built around the general theme of household maintenance and associated work roles. Some probable content areas are food purchasing and preparation, floor covering, door and window maintenance, furniture maintenance, and music appreciation.

The counselor and the school social worker will direct public relations and parent cooperation. A curriculum committee composed of teaching team members, the principal, neighborhood agency personnel, and neighborhood residents will assist in developing and evaluating curriculum materials.

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A PILOT PROJECT FOR CURRICULUM DEVELOPMENT AND REORGANIZATION IN AN URBAN AREA JUNIOR HIGH SCHOOL

LINCOLN JUNIOR HIGH SCHOOL

Sponsored Jointly By

THE MINNEAPOLIS PUBLIC SCHOOLS

and

THE YOUTH DEVELOPMENT PROJECT OF

THE COMMUNITY HEALTH AND WELFARE COUNCIL OF HENNEPIN COUNTY, INC.

YDP
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PILOT PROJECT FOR CURRICULUM DEVELOPMENT AND REORGANIZATION IN AN URBAN AREA JUNIOR HIGH SCHOOL

Introduction

The Minneapolis Public Schools and the Youth Development Project are jointly sponsoring a pilot project for curriculum development and reorganization in conjunction with Lincoln Junior High School. Since Lincoln is operating with a capacity enrollment the project will be located in a house or building near the junior high school.

Programs and materials will be developed for a junior high school curriculum designed for students who are not profiting from existing curricular offerings. The program will be built around utilization of the house or other neighborhood building for team teaching. A team of teachers will develop materials and techniques for combined courses in industrial arts, home economics, science, math, communications, reading and fine arts. The non-school setting will be informal and will include as a part of the team approach extensive personal counseling and family involvement. The Lincoln Junior High School building will be used for physical education, typing and those aspects of individual student's programs that can best be taught in a conventional class setting.

Students who appear to be potential dropouts will be selected to participate in the program. They will be selected by the Project faculty working with the Lincoln Junior High School faculty. A total of forty-five students will be selected with fifteen from each of the seventh, eighth and ninth grades.

Objectives

1. Develop a flexible junior high school program to meet the needs of culturally disadvantaged area children who appear to be potential dropouts.
2. Develop a team teaching approach to teaching disadvantaged children.
3. Development of motivational techniques for disadvantaged, non-school oriented children.

4. Develop curricula for students who are oriented to present activity rather than future planning.
5. Develop school success activities to reduce frustrations of disadvantaged students.
6. Help individual children understand the need for education and the need to stay in school by helping them see job roles and requirements.
7. Help individual children understand themselves and develop a positive self concept.
8. Help individual children develop their ability to use basic educational tools.
9. Help individual children set short term and long term goals for themselves.
10. Help individual children develop strengths needed to succeed in school.

Problem

Lincoln Junior High School not only teaches children during the crucial changes of adolescence but with a school population representing a wide spread in cultural and economic background. Lincoln's attendance district encompasses areas that have been lower-class residential areas for many years. The district contains areas that are undergoing rapid change caused by urban renewal, free-way construction, in-migration of new residents, and out-migration of many community leaders. There are still other areas within this district that can be classified as solid middle-class or upper middle-class areas. The resulting junior high school population represents a dynamic group of youth with a wide range of economic backgrounds and a varying emphasis on the value of education.

Many of the in-migrating families bring with them a pattern of defeat and failure. Many have failed in the job market and have accepted public support as a way of life. Some have failed as conventional family units and bring with them extended family patterns and unstable family relationships that promote insecurity in their children. Others have failed to succeed on a farm

(small marginal farms in northern Minnesota are going out of existence), with the formerly hard-working farmer father becoming an unemployed, unskilled, dependent city resident. Some have had failure forced on them because they are members of a minority group. In many instances family failure is projected through the children to the schools in the form of apathy, frustration or non-conformity.

Students who come to Lincoln Junior High School with a history of poor attendance, patterns of family failure, high mobility, unsettled home backgrounds and poor achievement need special programs if they are to succeed and not become dropouts at age sixteen.

Rationale for Programs

The transition from predominantly lower-class elementary schools (Grant and Harrison) to a mixed-class junior high school confronts our Target Area children with middle-class goals and values. At this time they are faced with a different set of values than those they have been living or seeing. Instead of seeing these values presented through the impersonal media of television or movies, they now meet examples of these values in their new peer group. This conflict of values comes at a time when peer group acceptance is very important to these young adolescents.

Frustration is increased for these lower-class children as they become aware of the disparity between themselves and those who have greater opportunity. As one boy who was dropping out of school expressed his frustration: "I ain't got no old man--so I can't get in the Union and I can't pass English--I might as well quit." His immediate reference was to quitting school, but his attitude implied that he meant to quit competing at all levels.

The junior high school program is designed to reduce frustration at two points. First by increasing the students feeling of belonging to a selected group for an experimental program. Through giving him special attention from

teachers, counselor and social worker. Through his participation in a special program in a special building. Through helping him see realistic work goals and to set both long-term and short-term goals for himself. Second by setting up a series of learning by doing activities. School work devised so that he not only can see what he has accomplished, such as painting a room, but so that he can understand related work roles and the mathematics, science, English and reading needed to participate in the various work roles.

During the junior high age dropping out of school becomes a reality. Maximum family support for education is needed if "pre-dropouts" are to finish school. This family support will be sought by the school social worker, the teachers and the counselor working as a team with both the youth and his family.

Program

Programs will be designed to meet the special needs of selected junior high school youth who have academic and socioeconomic handicaps. These programs will be built around the general theme of household maintenance, operation, repair and the work roles associated with these tasks. The non-school building will serve as a laboratory and classroom space for a teaching team and the selected students. Programs and team teaching units will be developed around many related areas.

Some probable content areas are:

1. Food purchasing and preparation--budgeting, balanced diet, nutrition, health, serving techniques, table decoration--related work roles.
2. Floor covering--tiling, carpeting, linoleum, floor preparation and finishing--the related work roles.
3. Door and window maintenance--glazing, lock maintenance and repair, repair for sticking windows and doors, suspension systems and door closers--related work roles.
4. A special program designed to develop understanding of the dual role

many of these girls will have as a homemaker and worker. The attendant problems, adjustments and ways of managing.

5. Furniture--selection, repair, structure, upholstery, relative costs--related work roles.
6. Establishment and maintenance of a home workshop; selection, use and maintenance of hand tools; home workshop projects.
7. Home appliances--use and maintenance--related work roles.
8. Small engines around the home--use, maintenance and repair--related work roles.
9. Urban renewal--functional democracy; effect on the Lincoln neighborhood; removal, renovation, remodeling housing--job opportunities and related work roles.
10. Communications skills needed in all of the areas studied--reading directions, contracts, work agreements; writing letters, reports, evaluations; talking with co-workers, supervisors, friends; use of peer group language and formal language.
11. Interior decorating--related art, use and creation of art objects for the home--related work roles.
12. Music appreciation--use of home equipment; use, maintenance and repair of home music production or reproduction equipment.

In each of these projects special emphasis will be given to related work roles. Extensive use of field trips for depth of understanding of related work will be planned. Field trips may be of short duration or may involve extended participation in a non-school setting.

Many other normal house maintenance, repair and use activities will be planned by the faculty team. Each project will involve to varying degrees the interrelationships of mathematics, science, industrial arts, home economics, communications, citizenship responsibility and fine arts.

One project that can be planned and executed in a non-school building will be interior painting. Some examples of ways subject matter can be related is indicated in the following project outline.

Interior Painting:

a. Home Economics. Development of color schemes; monochromatics, contrasts; relationship to furniture and floor treatment; texture of wall treatment; psychology of home appearance and color; problems of food preparation during interior painting; paint odors--job roles in interior decorating.

b. Industrial Art. Paint application techniques, brush, roller, masking borders and outlining, preparation of surfaces, use of solvents for cleaning and diluting paints, care and maintenance of brushes and painting equipment, safety factors to be observed, storing paint and paint solvents--job roles of painter or painting contractor.

c. Science. What are the reasons for painting surfaces--oxidation of paint-color, light reflection and absorption, mixing of pigments to get different colors--chemistry of paint manufacturing, combustability of solvents, mixing, solutions and surface tensions--field trips to paint manufacturing plants, jobs available in paint industry and entrance requirements.

d. Mathematics. Measurement, surfaces, areas, liquid measure, transfer of liquid measurement to surface coverage, job roles involving cost estimation, time labor, material and contracting.

e. Communications. Reading directions, contracts, work agreements. Writing contracts, work agreement, estimates, and letters. Talking with co-workers using painting terms, talking with supervisors, selling painting job to householder.

f. Citizenship. Responsibility of individual for appearance of homes, relationship to property values, relationship to urban renewal.

Interior painting is one project that can be used in any of the selected non-school buildings. The subject matter areas show a natural relationship in this project. Many other projects will show similar natural relationships among subjects as they are developed by the teaching team.

Administration

The teaching team will be composed of: one intern principal (from the University of Minnesota); one reading specialist; one home economics teacher; one industrial arts teacher (the home economics and industrial arts teacher will share the responsibility for related science and related math; one communications teacher (responsible for English and social studies); one-half time counselor; and one-half time school social worker.

A team meeting will be scheduled one hour each day. The classes will be scheduled on twenty-minute periods, with the number of periods and class size being combined as needed.

The industrial arts teacher will plan cooperatively with the teaching team for projects in household maintenance, operation and repair. These projects will be planned to utilize the non-school building to carry out the learning activities. He will assist students in developing understanding and skills in the use of tools and equipment and help them relate school activities to jobs they may seek in the future. He will also teach the math and science that relates to the projects.

The home economics teacher will plan cooperatively with the teaching team for projects in household maintenance, operation and family living. She will help students develop an understanding and skill in the use of appliances, food preparation, an understanding of nutrition and family living. She will assist in relating science and mathematics to the projects being studied.

The communications teacher will be responsible for the English-Social studies curriculum for this group. Most curriculum effort will be directed

toward interrelating communications and citizenship. Some of the area may be covered in relation to team projects or as special projects migh include: elections, problems and priviledges of city living, family re ships and responsibilities, neighborhood study, neighborhood action gro civil rights, law enforcement, reasons for laws, consumer rights and re sibilities, armed forces and ninth grade driver education. Many of the of these students do not have daily newspapers or any other current peri Multiple copies of daily newspapers should be available for study of cur events. A depth study of urban renewal may be an area that can be devel in the coming year.

The natural functions of speaking and writing can be related to all projects that are planned by the team. An understanding of formal langua well as peer language can be developed. Many forms of silent communicati be investigated. This will involve the development of an understanding c communication aspects of posture, hair styles, type and condition of clot facial expressions and many other means of silent communication. Mass me communication can be developed in relation to many of the projects. The of advertising on the selection of paint for the interior painting projec influence of public opinion regarding urban renewal and other areas.

The reading teacher will plan cooperatively with the other team membe developing meaningful reading material. Labels from materials being used, of directions for using a product, job descriptions of jobs related to cla activity and newspapers or current publications can be used. The reading specialist will also assist the other teachers in the selection of text ma that will correlate with the reading levels of their students.

The counselor will work intensively with individuals and small groups promoting individual adjustment, vocational counseling and helping students establish short-term and long-term goals.

Since these students will represent families with many types of problems, the school social worker will spent most of his time working with these families. He will help the families understand the school programs and seek support for each child to finish school. The school social worker will also work with community agencies seeking cooperative support for the program and the youth within the program.

The counselor and the school social worker working with the principal and intern principal will direct public relations and information efforts for this program. These efforts will be aimed at parental understanding and acceptance of the program, development of understanding and acceptance among other school personnel and building a positive image of the program within the greater community.

The intern principal will be responsible for scheduling the seventh, eighth and ninth grade experimental classes to meet the educational needs indicated by the team teachers and to coordinate with the scheduling requirements of the rest of the school. Twenty minute basic periods or modular units will be used, with flexible time and number of students arranged as needed by individual teachers. The intern principal will also be responsible for the student records and discipline of the students while they are out of the regular school building. The curriculum development team will be coordinated by the intern principal. He will be responsible for organizing meetings of this group and will encourage full participation by all members.

One clerk will be needed to handle the administrative details, write reports and assist the teaching team.

During the first semester of the 1964-65 school year, professional staff will be selected for the project. During this first semester the selected members of this teaching team will have four concurrent duties. One will be attending the Training Center's course in understanding the culturally

different child. Another duty will be curriculum development for use during the second semester. A third duty will be actively participating in the selection of a house or building from those available in the neighborhood.. The fourth duty will be to work with other school personnel in selection of students to participate in the project--also to work with the selected students and their families in developing an understanding of the program and developing a willingness to participate.

The curriculum development at Lincoln junior high school will be related to the physical plant available, the students selected, the strengths of the teachers and the capabilities of the neighborhood leaders and agencies. The principal is responsible for approving the curriculum developed, but each teacher will develop curriculum for his subject matter areas to fit into the curriculum developed by the team.

A curriculum committee will be established using the seven team members, the school principal and a representative from the Superintendent's Central Advisory Committee, plus four neighborhood agency personnel and four neighborhood residents. This advisory committee will assist in developing and evaluating the curriculum as well as interpreting this special curriculum to the community.

Students to participate in the project will be selected by the project faculty and the Lincoln faculty. The following criteria will be applied in the selection of students.

1. Will probably drop out of school at age sixteen.
2. Are not making progress in their present school setting.
3. Are residents of the Youth Development Project Target Areas.
4. Do not qualify for retarded classes or selected learning disability classes.
5. Parents will permit participation in the special project.

6. A balance of about half boys and half girls will be sought.

Individual students may not meet all of the indicated criteria but they must meet criteria three and five.

A total of forty-five students will be active in the program at any one time. Fifteen students from each of the seventh, eighth and ninth grade classes will participate.

Faculty and cooperating agencies will develop and use materials and techniques that will be most effective with students who are: slow learners, unmotivated, from culturally disadvantaged backgrounds and who in general have earned the title of "unteachables."

The dropout prevention and curriculum development project will be established as a three year demonstration. Materials and teaching techniques will be thoroughly evaluated. Those procedures and materials that help prevent dropouts, help teach children with culturally disadvantaged backgrounds and help teach slow learning students will be made available to other schools.